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ABSTRACT

Materials contained in this career guidance unit are designed to help the grade 7 junior high school student recognize and develop self identity through understanding, developing, and establishing interpersonal and intrapersonal goals by identifying social skills through self inventories. The unit consists of three to five 45-minute periods designed for team presentation involving counselors (when they are available) working with teachers. Instructional sequence guides are outlined in terms of performance objectives, instructor's information (including suggested grouping, content outline, new vocabulary, learner prerequisites, instructor's preparation tasks), and a detailed outline for developing the lesson. A media resources sheet is included. (TA)

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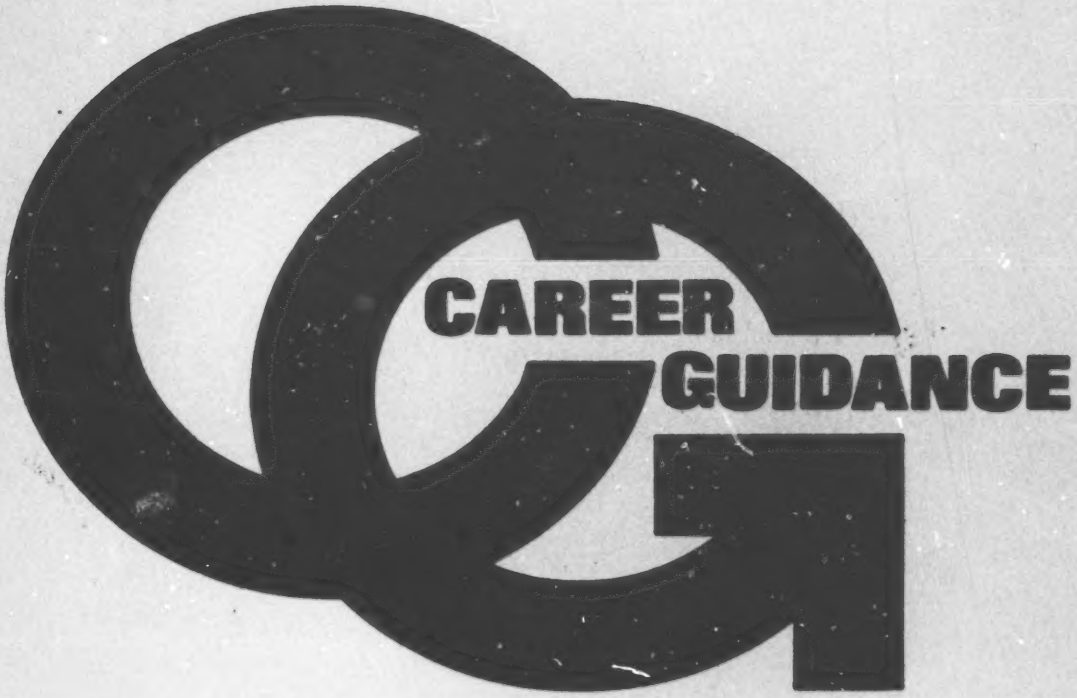

ORIENTATION

OE 015 553

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MESA PUBLIC SCHOOLS DR. GEORGE N. SMITH—SUPERINTENDENT MESA, ARIZONA

Developed by the Guidance staff of

Mesa Public Schools with cooperation

and assistance from selected district personnel

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In cooperation with the Youth Development Research
Program of the American Institutes for Research,
Palo Alto, Californai

ORIENTATION

I. UNIT RATIONALE

The purpose of this unit is to help the student recognize and develop self identity. This will be accomplished through understanding, developing and establishing interpersonal and intrapersonal goals by identifying social skills through self inventories.

II. INTENDED USE OF UNIT

A. Grade Placement: 7

B. Duration of Unit: 3 to 5 45-minute periods

C. Special Considerations:

This unit is designed for team presentation involving counselors (when they are available) working closely with teachers. These staff members then share responsibility for helping students achieve this unit's performance objectives. Both groups of staff members are accountable for this unit's desired outcomes.

III. INSTRUCTIONAL SEQUENCES

GOAL STATEMENT J-7 200.00

The student will become more aware of himself as an individual who has needs in the interpersonal and intrapersonal areas and will understand that there are career guidance units available to help him meet these needs and needs in other areas he might have.

A. Performance Objective J-7·200.01: The student will indicate an increased awareness of interpersonal and intrapersonal needs in junior high.

1. Instructor's Information:

a. Estimated Lesson Time: 45 minutes

b. Suggested Grouping: Large group

c. Content Outline:

(1) Completion of needs assessment.

(2) Background information on Mesa School District needs assessment survey.

(3) Aid to the student in the identification of his needs in social and educational settings.

(4) Mechanical operation of the program.

d. New Vocabulary:

(1) Needs assessments - A needs assessment is a method of obtaining perceptions of the types of outcomes youth desires to achieve; hopefully, this will be accomplished through the guidance and counseling programs.

(2) Interpersonal - The way a person acts and behaves with others.

(3) Intrapersonal - The way a person feels about himself.

e. Learner Prerequisites: None

f. Instructor's Preparation Tasks:

(1) History of needs assessment project.

IDENTIFICATION OF YOUTHS' NEEDS FOR GUIDANCE AND COUNSELING

Participants

In February, 1972, the Mesa Guidance Department gathered information on the career guidance needs of youth in the district. The American Institutes for Research was contracted to help choose the sample, train interviewers, monitor the collection of responses, computerize and printout the results, and assist in interpretation. Students were randomly selected from the 6th, 9th, and 12th grades in Mesa Public Schools. On the elementary grade level, classes were matched in sets of four according to similar ethnic composition. One class was randomly selected from each set. In the junior high and senior high populations, classes were randomly selected by grade level.

Adult samples consisted of parents, teachers, counselors, and administrators (employers were sought but the sample was too small for signif-

icant input). From a list of parents whose sixth, ninth, or twelfth grade child had been selected to participate, 200 families were randomly chosen. One hundred families were selected from the elementary level and 100 from the secondary level. Letters were mailed to each parent(s), inviting them to help in the project by meeting at a central area. There were 62 parent volunteers.

From lists of all elementary grade teachers and all secondary teachers--including junior high--40 were randomly selected from each area. All counselors and district/school administrators were interviewed. There were counselors, teachers, administrators, and employers, a total of 187 adult participants.

Procedures

Interviewers, trained by a member of the American Institutes for Research staff, oriented the student sample groups and several days later collected the information from them. Adults were oriented and assessed on the same occasion. Instructions for interviewers were given.

In the standard interview, which ranged from 45 minutes to 1-1/2 hours, each trained adult interviewed a small group of five to eight people. In these interviews, each interviewee had opportunities to examine five separate decks of cards on which statements related to guidance and counseling were printed. Each interviewee surveyed four of the decks of cards (educational-vocational, academic-learning, interpersonal, intrapersonal) by:

1. Sorting the cards into two piles, those with statements of needs important to him, and those with statements of needs not important to him.
2. Selecting, from the first pile, the five needs statements which were most important to him.

3. Indicating not more than five needs with which he desired assistance (if the appropriate resources were made available to him), referred to as "wants".

Referring to the five wants with which he desired assistance from each of the four decks, each interviewee ranked the top eight across these four areas.

Each interviewee surveyed a fifth deck of cards (career education) by:

1. Sorting the cards into two piles, those with statements of needs important to him, and those with statements of needs not important to him.

2. Selecting, from the first pile, the five needs statements which were <u>most</u> important to him.

3. Indicating not more than five needs with which he desired assistance.

As he worked with the separate decks, each interviewee used blank cards to write down needs he had which were not covered on any of the cards. In addition, each interviewee was given the opportunity to write down (or tell the interviewer--the typical procedure for 6th graders) the following:

1. Suggestions he had for additional needs <u>areas</u> which were not covered.

2. Reactions he had regarding the manner in which his perceptions were collected.

3. Comments on current and possible future guidance and counseling services in the schools.

This data, collected by the interviewer, was transferred from the information forms to key-punched computer cards and computer processed. Results were tabulated and printouts were compiled. Computer printout forms entitled Table A, B, C, and D were prepared for two areas: Needs and Wants. If a statement was classified by a respondent as an important need, it was recorded as a "Need". The computer printout showed all the needs statements in each of the four career guidance areas (academic-learning, educational-

vocational, interpersonal, and intrapersonal) ranked by three types of tabulations.

1. The number of times each item (card) was selected in the following categories: 1st choice, 2nd choice, 3rd choice, 4th choice, and 5th choice.
2. The weighted mean of each item. The weighting was computed by first assigning points to each of the above five choices: 5 for 1st choice, 4 for 2nd choice, 3 for 3rd choice, etc. Then the number of points for each item was totaled. Finally, the weighted mean was obtained when the total number of points for each item was divided by the total number of times each item was included in the first five choices.
3. The relative percentage of times each item was included in the top five choices. This was computed by first totaling the number of times an item appeared as a top five selection. Then, this total was divided by the total number of people in a particular sub-group.

If a person considered a need as an area in which he desired assistance in the educational setting, it was recorded as a "want". Computer printout tables were prepared showing all the needs statements with which persons desired assistance ranked across the four guidance areas by the tabulations described above. A fifth table, entitled Career Deck, also appeared in the computer printout. Needs statements in this deck appear in ranked fashion, but were not differentiated by "needs" and "wants". There were tables for each of the major respondent groups, adult and child, and for each of the key sub-groups: Adult - teachers, counselors, administrators, and parents; and Child - male and female.

Results

The computer printout was analyzed by three grade level planning groups of counselors: elementary, junior high, and senior high. The counselors from each group viewed their level as requiring strategies unique and separate from the other levels. Units were then developed by the counselors to meet these determined needs.

g. Resources:

Transparencies # 1, 2, 3
Overhead projector with core
Folders
Chalk
Cassette recording. "Put Your Hand in the Hand," from Jesus Christ Super Star or any appropriate current popular song.

2. Developing the Lesson:

a. Introduction: Included in Task 1.

b. Tasks and Activities

TASK 1:

Say something like this: "Today we are starting something new. Before we begin we need to collect a certain amount of information from you. Open your Learning Packet to Activity #1, page 1. Let's read together."

ACTIVITY 1: NEEDS ASSESSMENT STATEMENTS page 1

Directions: Read the list below. Place an X by the three sentences that are most important to you.

_____ 1* I need to be better able to give and take love from others.

_____ 2* I need to have someone to talk to when personal problems arise.

_____ 3. I need to be able to read better.

_____ 4. I need to feel more at ease with adults.

_____ 5* I need to be more satisfied with my life, my achievements, and myself.

_____ 6* I need to get in touch with my feelings and understand how feelings affect my behavior.

_____ 7. I need to set vocational goals.

_____ 8* I need to solve problems I have with my parents better.

_____ 9* I need to be more skillful in making decisions and solving problems.

_____ 10. I need to have people listen to me.

TASK 2:

Teacher working with Transparency #1 on overhead projector, will tally the students' selection by counting raised hands for each sentence.

Note to teacher: On the teacher's list, six of the leading needs statements are starred (*). These become the topics for the guidance units.

TASK 3:

Ask the students something like this: "Can you tell me what we mean by a needs assessment?"

Sample responses:

"Choosing what's most important to me."

"Asking me what I want."

"Finding out what students want."

Teacher will respond to students' comments and then give in some detail the story of the needs assessment Mesa Schools conducted.

Continue with something like the following discussion items:

1. In the past, many of you have been with one or two teachers for most of your classes. How many of you have been: in a team teaching class, in a self-contained class with one teacher only, in an ungraded class, in any other situations that have not been mentioned?
2. Now that you're in Junior High, you will have as many as seven different teachers each day. Not only will you get to know more teachers, as you get older you will meet many more people in many different kinds of situations. (Show transparency #2: people in different types of occupations and social situations. Ask learners to identify people on the transparency by occupation and suggest addtional examples such as: minister, policeman, military, nurse, teacher, parents, etc.)
3. As you get to meet and know people, your needs will increase. What are some things that are going to be expected of you in Junior High? (Put responses on chalkboard. After allowing time for responses, show transparency #3, if necessary to stimulate discussion.)

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TRANSPARENCY #3 CONTENT

1. The need to get along with other students and teachers.
2. The need to organize work and assignments to meet the satisfaction of self, teachers, and parents.
3. The need to complete duties and work assignments that parents may expect from you at home.
4. The need to be dependable, make only those promises that you can or will keep.
5. The need to get enough sleep and rest so as to fulfill expectations at school.

****

TASK 4:

Take time to discuss with students that there may be tests but no test grades will be given on these units. There won't be homework. There will be a chance to do some self-evaluation at the end of the units and, hopefully, students will begin to understand themselves better. His packet and the contents of the folder are his to keep and any sharing of information should be his decision.

TASK 5:

Play music from Jesus Christ Super Star, "Put Your Hand in the Hand," etc. (or any appropriate current popular song)

(A copy of the lyrics for each student or a transparency could accompany this activity.)

Ask, "Why did I play this particular piece of music?"

Responses need to bring out that "take a look at yourself and then

you see others differently". In the next few weeks, we will be taking a look at ourselves.

c. Summary: None

d. Other Options: Dittoed words or words on transparency from song "Put Your Hand in the Hand" to accompany Task #5.

e. Enrichment: None

3. Evaluation: None

B. Performance Objective J-7 200.02: The student will be able to define the terms "social skill", "intrapersonal", and "interpersonal", and will be able to distinguish between intrapersonal and interpersonal goals.

1. Instructor's Information:

a. Estimated Lesson Time: 45 minutes

b. Suggested Grouping: Large group

c. Content Outline:

(1) Introduction and definition of social skills

(2) Definition and application of interpersonal and intrapersonal goals.

d. New Vocabulary:

(1) Social skill - the ability to get along with other people

(2) Interpersonal - the way a person acts and behaves with others

(3) Intrapersonal - the way a person feels about himself

e. Learner Prerequisite: J-7 200.01

f. Instructor's Preparation Tasks: Prepare pieces of 2" x 3" paper

g. Resources:

Overhead projector

Workbooks (learning packets)

Transparencies #1, #2

Pieces of 2" x 3" paper (two different (colors)

Pencils

2. Developing the Lesson:

a. Introduction:

Say, "Working with other people involves the use of social skills. What do you think a social skill is?"

b. Tasks and Activities

TASK 1:

Have students open their workbooks to Activity 2, page 2. "On the blank line, write the term social skills. (This should also be written on chalk board.) Beside this term, write what you think it means." After everyone has had time to finish, share many of the students' feelings with the class. After this, the teacher will write the correct definition of social skills on the board. Students should copy this correct definition into their packet for future use.

ACTIVITY 2: page 2

Directions: Write the word Social Skills on the line below. In your own words, write down what you think Social Skills means.

_____

_____

_____

_____

If you were stuck for a response, or if you are not sure you wrote the right meaning, your teacher will write the correct definition on the board. Please make corrections.

CORRECT MEANING OF SOCIAL SKILLS

Social Skills

_____

_____

_____

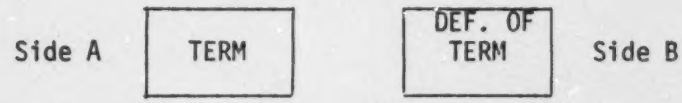
TASK 2:

Continue the work on this performance objective with the following activity.

1. Hand out two small pieces of paper, each a different color, to each student. On one of the pieces of paper, designated by teacher, have them write the term interpersonal. On the second piece of paper,

write the term <u>intrapersonal</u>. (The teacher at this time should write these two terms on the chalkboard.) The student should listen to the terms being pronounced, watch as they are written on the board, and then write them on their pieces of paper.

2. Write the definitions for <u>interpersonal</u> and <u>intrapersonal</u> on the board. The students should then write each definition on the back of the piece of paper with the proper term on it. (This will make the piece of paper look like a flash card.)



3. "Now let's play a game with the flash cards that have been prepared." Have the students lay their cards in front of them, definition-side facing them. The teacher will then start reading off the list of relationships listed below. Each time one is mentioned, the students are to decide whether it is interpersonal or intrapersonal and then hold up the proper card so that the term faces the teacher. You should follow these directions for the ten examples below:

(Intra) (a) I feel lonely and wish I had more friends.

(Intra) (b) I feel miserable becuase other people don't appreciate me.

(Inter) (c) I get along quite well with most people.

(Intra) (d) I am always worried about what other people are thinking about me.

(Inter) (e) I often act silly so people will notice me.

(Inter) (f) I'm a good sport, even when things don't go my way.

(Intra) (g) I feel no one pays attention to me.

(Inter) (h) I try to help others when they need it.

(Intra) (i) I always have excuses for not associating with others.

(Inter) (j) I always show my friends that I'm interested in them.

4. Have the students now turn to Activity 3, page 3, in their packets. They should copy the definitions for interpersonal and intrapersonal in the spaces provided.

ACTIVITY 3: page 3

Directions: You have completed an oral activity on the difference between Interpersonal and Intrapersonal Relationships. Now we would like you to write the definitions of Interpersonal and Intrapersonal on the lines below. Copy the definitions from the flash cards you have been using in your classroom activity.

INTERPERSONAL

_____

_____

_____

INTRAPERSONAL

_____

_____

_____

TASK 3:

Continue the work on this performance objective with the following discussion:

"Throughout life, unless you're going to isolate yourself and be a hermit, you will have to learn to meet your needs and the needs of others. You are just beginning a series of learning activities in the form of 'units'. These units are designed for you and will help you know yourself and others better. These units deal with the following needs from the Needs Assessment Study we discussed earlier:" (Show Transparency #1)

****

TRANSPARENCY #4 CONTENT

Need to have someone to talk to when personal problems arise.

Need to get in touch with your feelings and understand how feelings affect your behavior and how people feel about you.

Need to improve your ability to develop relationships with others and to have more friends.

Need to be better able to give and to take love from others.

****

TASK 4:

Continue the discussion by covering ideas such as:

1. "Can you tell me what kind of relationships all of these needs deal with?" (Answer -- interpersonal and intrapersonal.)

2. All of these statements involve goals. Can you give me a meaning for the word "goal"? (Sample response -- where you want to go; something you're reaching for.)

3. What are some of the goals that you consider important? (Record responses on chalk board.) Sample responses:

How can I make more friends?

How can I keep the friends I have?

How can I learn to solve my personal problems?

How can I do better in school and be less bored?

How can I get a job?

These are some of the goals we hope to help you with in our guidance units so that when you successfully complete these units, you will be ready to move toward your goals and start accomplishing them.

(Show transparency # 5 of happy face.)

TASK 5:

"To summarize today's work, turn to Activity 4 in your packet, page 3." Have students list goals. The teacher should then list some of these goals on the board and with the class discuss why they are important to them.

ACTIVITY 4: page 3

You have discussed some ideas about needs, relationships and goals. To summarize your work you will want to bring your ideas together for the following activity.

Directions: In the space provided, write down some of the goals that you have right now.

1. _____

_____

2. _____

_____

3. _____

c. Summary:

You have studied the types of tools people use in getting along with others--social skills, and interpersonal and intrapersonal goals. You have, also, listed some intrapersonal and interpersonal goals.

d. Other Options: None

e. Enrichment:

The filmstrip, "Shaping Identity," The Adolescent Experience. Part I only, Guidance Associates.

3. Evaluation: None

C. Performance Objective J-7 200.03: The student will identify the needs that are addressed by the career guidance units "Someone to Talk To", "Friends", "Emotions", and "Love".

1. Instructor's Information:

a. Estimated Lesson Time: 1 to 2 45-minute periods

b. Suggested Grouping: Large group followed by individual work

c. Content Outline: Self Inventories

d. New Vocabulary:

Self Inventory - the appraisal of oneself

e. Learner Prerequisite: J-7 200.02

f. Instructor's Preparation Tasks: None

g. Resources:

Cassette and tape of "Put Your Hand in the Hand"

Packets

Pencils

2. Developing the Lesson:

a. Introduction:

Introduce the work on this performance objective with a statement such as:

"It is important that you get to know yourself better in order to understand and develop your interactions with other people."

"Sometimes it is easier to look at other people and know what they are like than it is to look at yourself. To help you become more aware of what you are like, you need to complete the personal inventory that will ask questions about your likes and dislikes at home and at school."

b. Tasks and Activities

TASK 1:

"Turn to Activity 5, page 4, in your packet. Complete this self inventory. There are four parts.

"By filling in this inventory, you will have looked at some of the things that are a part of you and your world. What you write down is private. It will not be shared with other students."

V

GETTING ACQUAINTED WITH YOURSELF

You need to know more about yourself. The answers you give to the questions on this paper will help you to get acquainted with yourself. We will not talk about your answers in class. You can answer some questions by making a circle around either YES or NO. You can write your answers to other questions on the blank lines following the questions.

1. Write your name, address, and telephone number.

   Name_____

   Address_____

   Telephone Number_____

2. If you have brothers or sisters--

   a. Write the names of your brothers:

      _____ How old?

      _____ How old?

      _____ How old?

   b. Write the names of your sisters:

      _____ How old?

      _____ How old?

      _____ How old?

3. If any of your brothers or sisters have grown up and left home, put a circle around their age in Question 2.

4. Which of the people in the following list live with your family? (Please check)

_____ Mother _____ Stepfather

_____ Father _____ Grandparents

_____ Stepmother _____ Other adults

All together, how many adults live with you?_____

5. Does a sitter stay with you when your mother and father are away from home? YES NO

   a. If yes, is it the same person all the time? YES NO

   b. If yes, is it someone in your family? YES NO

6. What regular duties do you have at home other than jobs for which you are paid?_____

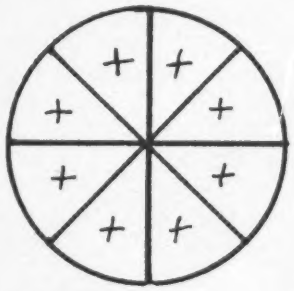
   _____

   _____

7. Do you have a job or do part-time work for pay? YES NO

HOW THEY SEE ME

Just as each part of the day is filled with positive, neutral, and negative things, each person is made up of things he likes and things he does not like so much. Below are a number of circles showing persons with different amounts of positive (+) and negative (-) things about them. Which of these circles comes closest to the way you see yourself? Write the letter of the circle which most resembles you right here:_____.



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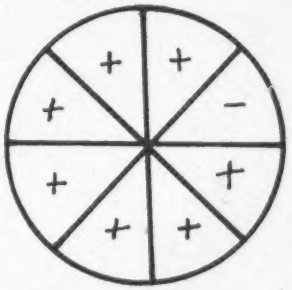

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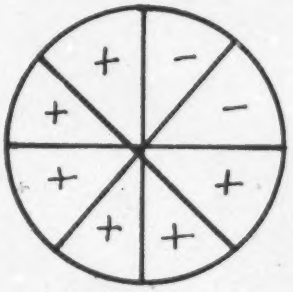

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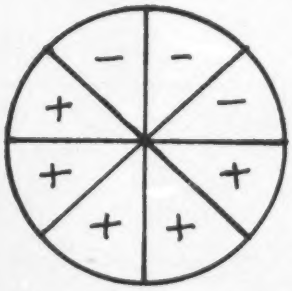

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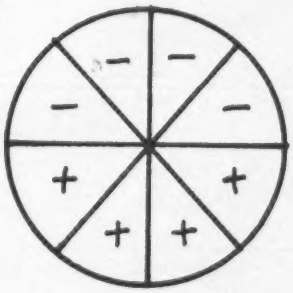

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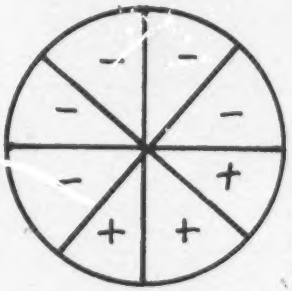

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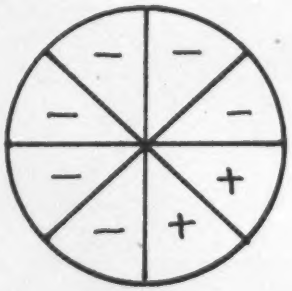

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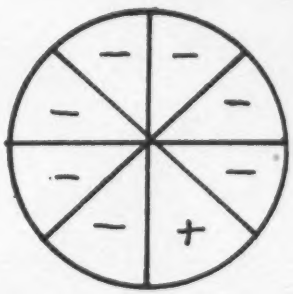

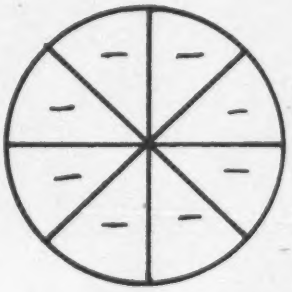

I

In the blank following each question, write the letter of the circle that you think each of the persons mentioned would pick for you.

1. Which circle do you think your closest friend would choose to describe you?_____
2. Which circle would the teacher in this class choose?_____
3. Which circle would the principal of your school choose?_____
4. Which circle would your mother choose?_____
5. Which circle would the boys or girls you spend most time with choose to describe you?_____
6. Which circle would your father choose?_____

SELF-CONCEPT SCALE

Each of us needs to know more about what he is like. This form is to help you describe yourself and to describe how you would like to be. There are no right or wrong answers; each person may have different ideas. Answer these according to your feelings. It is important for you to give your own honest answers.

Below is a list of personal characteristics. In the first column, think carefully and put a check in the blank under the way you feel you are (nearly always, about half the time, just now and then). In the second column check the way you would like to be.

THIS IS THE WAY I AM				THIS IS THE WAY I'D LIKE TO BE		
nearly always	about half the time	just now and then		nearly always	about half the time	just now and then
_____	_____	_____	Friendly	_____	_____	_____
_____	_____	_____	Obedient	_____	_____	_____
_____	_____	_____	Honest	_____	_____	_____
_____	_____	_____	Thoughtful	_____	_____	_____
_____	_____	_____	Brave	_____	_____	_____
_____	_____	_____	Careful	_____	_____	_____
_____	_____	_____	Fair	_____	_____	_____
_____	_____	_____	Mean	_____	_____	_____
_____	_____	_____	Lazy	_____	_____	_____

THIS IS THE WAY I AM				THIS IS THE WAY I'D LIKE TO BE		
nearly always	about half the time	just now and then		nearly always	about half the time	just now and then
_____	_____	_____	Truthful	_____	_____	_____
_____	_____	_____	Smart	_____	_____	_____
_____	_____	_____	Polite	_____	_____	_____
_____	_____	_____	Clean	_____	_____	_____
_____	_____	_____	Kind	_____	_____	_____
_____	_____	_____	Selfish	_____	_____	_____
_____	_____	_____	Helpful	_____	_____	_____
_____	_____	_____	Good	_____	_____	_____
_____	_____	_____	Cooperative	_____	_____	_____
_____	_____	_____	Cheerful	_____	_____	_____
_____	_____	_____	Jealous	_____	_____	_____
_____	_____	_____	Sincere	_____	_____	_____
_____	_____	_____	Studious	_____	_____	_____
_____	_____	_____	Loyal	_____	_____	_____
_____	_____	_____	Likeable	_____	_____	_____
_____	_____	_____	A good sport	_____	_____	_____
_____	_____	_____	Useful	_____	_____	_____
_____	_____	_____	Dependable	_____	_____	_____
_____	_____	_____	Bashful	_____	_____	_____
_____	_____	_____	Happy	_____	_____	_____
_____	_____	_____	Popular	_____	_____	_____

SENTENCE-COMPLETION FORM

On the lines below are some sentences that are started but are not finished. Complete each sentence to tell how you really feel. Let's try an example. Suppose the sentence reads this way:

A. Today I want to _____

To complete this sentence you might write,"play ball", "get a good grade", "finish my homework early so I can go to a show", or many, many other things, depending on what you really want. Here's a harder one:

B. Compared with most years, this one _____

To finish this sentence you might write,"didn't have as much rain", "was about the same as most years", "was more interesting for me", or many other things to tell how you feel this year was like or different from most years.

Now start with the first sentence below, telling how you really feel. Do every one. Be sure to make a whole sentence. There are no right or wrong answers. Each person will end up with a different sentence.

1. What I like to do most is _____

_____

2. Someday I _____

_____

3. I am best when _____

_____

4. My schoolwork _____

_____

5. Studying is _____

_____

6. Many times I think I am _____

_____

7. I learn best when _____

_____

8. If someone makes fun of me, I _____

_____

9. When I look at other boys and girls and then look at myself, I feel

_____

10. A nice thing about my family _____

_____

11. Homework is _____

_____

12. When I grow up, I want to be _____

_____

13. Some of the best things about this class are _____

_____

14. I get in trouble when _____

_____

15. A father _____

_____

16. Learning out of books is _____

_____

17. If I could be someone else, I _____

_____

18. If only teachers _____

_____

19. When I am by myself _____

_____

20. When I talk about school, _____

_____

21. To keep from getting into a fight, you must _____

_____

22. I am happiest when _____

_____

23. My family _____

_____

24. To get along well in a group, you have to _____

_____

25. I can't learn when _____

_____

26. A mother _____

_____

27. Making friends is hard if _____

_____

28. I _____

_____

TASK 2:

When all students have finished their inventory, say something like this:

"These will be your permanent record of your work this semester, If you wish, you may have a chance to have individual conferences from time to time with your teacher and counselor to discuss your progress."

"Turn to page 13 in your book and complete Activity 6, matching the needs and the units."

ACTIVITY 6:

Matching-
Match the letter of the unit with the need. The units may be used more than once.

NEED	UNIT
____ 1. Need to know how to make friends.	A. SOMEONE TO TALK TO
____ 2. Need to understand your feelings.	B. FRIENDS
____ 3. Need to be able to show my parents that I really do care.	C. EMOTIONS
____ 4. Need to have people like me.	D. LOVE
____ 5. Need to talk over a problem.	
____ 6. Need to have at least one person with whom I can be close.	
____ 7. Need to understand how feelings affect my behavior.	

c. Summary:

In this unit you have taken a long look at yourself by completing the exercise in your packet. (Play music again - "Put Your Hand in the Hand,"). Remind students that you need to look at yourself first before you start looking at others.

Some of the units you will be participating in during the semester will focus on these needs:

Need to have someone to talk to when personal problems arise.

Need to improve ability to develop relationships with others and to have more friends.

Need to get in touch with emotions and know how they affect behavior.

These units will be presented to you in the classroom during the semester using large group activities, small groups, rap sessions, and individual conferences.

d. Other Options: None

e. Enrichment:

The filmstrip, "Discovering the Real You," series Popularity Problems of Young Teens, F785-1. Contemporary approach to diagnosing what makes a person behave.

3. Evaluation: None

MEDIA RESOURCES SHEET

Unit # J-7 200

Title ORIENTATION

Developers

P.O.#	QUANTITY	TITLE	TYPE	SOURCE	COST
200.01	1	"Put Your Hand in the Hand"	Record or Cassette tape	Jesus Christ Superstar	make tape or buy record
200.01	1	Transparency #1	Needs Assessment Statements		
200.01	1	Transparency #2	People in Different Occupations		
200.01	1	Transparency #3	Needs Statements		
200.02	1	Transparency #4	Needs Statements		
200.02	1	Transparency #5	Happy Face		